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# Beauchamp, Kenneth Oral History Interview

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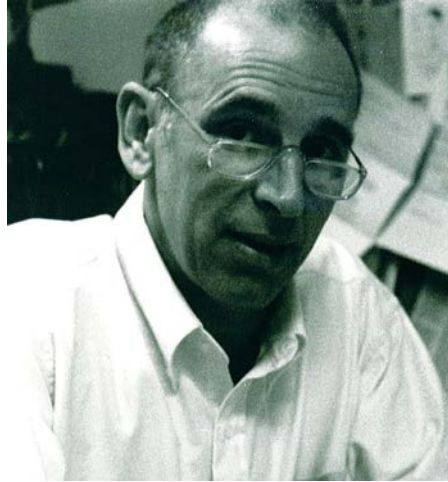
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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Beauchamp, Ken (1969-2007)**  
**Professor of Psychology**  
**Associate Dean of COP, Acting Dean of COP**  
**Department Chair**

January 23, 2012

By Roseanne Hannon

Transcription by Mark Linden, University of the Pacific,  
Department of Special Collections, Library

Subjects: Departmental curriculum changes, evolution of faculty participation in governance, departmental management, description and comparison of Deans and Presidents, Board of Regents changes.

## UOP ARCHIVES FACULTY EMERITI INTERVIEWS

January 23, 2012

Roseanne Hannon: This is an interview of Ken Beauchamp, of the Department of Psychology, and the interview is being conducted by Roseanne Hannon, also of the Department of Psychology, and today's date is January 23, 2011. So, Ken, to start with, what years did you serve the university, and what were your official titles?

Ken Beauchamp: I love this; we just went through this whole question with the microphone off! (laughter) So we'll try it again! It'll be a little bit more organized this time. Years at the university, 1969 to 2007, I got that right for a change, and titles, initially Associate Professor, and then some time in the '70s full Professor of Psychology and, again in the mid-'70s, Associate Dean of the College for three years, Acting Dean for two years, and then later on in the '80s, Department Chair, which Roseanne and I alternated back and forth for the next 25 years or so. So, that's all the titles.

Hannon: What circumstances brought you to Pacific?

Beauchamp: I was teaching at Cal Poly Pomona, and started doing that while I was working on my dissertation. I taught there for four years. While working on the dissertation and teaching at Cal Poly, Doug Matheson, Dick Bruce and I started working on a textbook in experimental psychology, with our preliminary edition out in 1968. Doug Matheson was hired to become department chair at Pacific in 1968, and his job from the Vice President for Academic Affairs, Jack Bevan, was, "Rebuild the Psychology Department." So, he reached out to me and said, "Why wouldn't you like to come to work at a nice private school and do some research as opposed to working for a state institution where research is not well-favored?" I was interviewing at other places, so I came to Pacific and interviewed here, met Bill Binkley, and Bill and I had an instant *rapprochement*. I really like what he was doing and I really enjoyed talking to him, and so I came to Pacific. The College of the Pacific was involved in a massive reorganization of the entire curriculum and the entire workload for faculty and the entire workload for students. It was a great deal of creativity, a great deal of interesting ideas, a great deal of new stuff being tried, it was a very attractive opportunity, besides the connection I already had with Doug Matheson through our joint undergraduate and graduate degrees. That made it a very attractive place to come, because we knew we were going to build something from the ground up.

Hannon: You had to relocate to come to Pacific from Southern California. What were your first impressions of the city and the people of Stockton?

Beauchamp: Probably not anything like the impressions of people today; in the first place, I was born in the Valley, my father was born in the Valley, so I was familiar with the area, I'd been to

Stockton before. I was raised partly on a farm near Modesto, and it all looked pretty normal to me. It looked like towns ought to look like when in the middle of a very large agricultural area. So, I found it as I expected. There're some very nice housing developments; Fitz Grupe was producing at that time, or had produced just before we got here, and the university was a very attractive place—it's even more attractive now, but it was very attractive then—so my impressions were very positive about the location and the place.

Hannon: And, what were your first impressions of Pacific itself, in terms of the campus, faculty, staff, students and administrators of the campus?

Beauchamp: Always a very interesting place. The physical structure was beautiful; it's even more beautiful, as I said. The facilities available for psychology weren't beautiful, we were in Quonset 1. Was it Quonset 1? Yeah, it was Quonset 1, which was a relic from World War II, when the navy program was housed in these metal buildings on campus. But, on the other hand, we had tremendous space—it was an ugly building, but we had tremendous space. Roseanne's lab was right next to her office. I had a shower; I had (laughter) a bathroom, as part of my office. It was a very comfortable place, even though it was kind of ugly. The students were clearly a better quality of students on the average than the students I had been working with at Cal Poly Pomona. The graduate students were hard to tell about because we took a non-existent program and created a new program in '70 and '71, so the graduate program didn't really exist until about '71 with the first class of new students recruited into an experimental psychology program. The undergraduates were fine, as far as I was concerned, they always were and continued to be, a very, on the whole, pleasant group of kids, most of them with positive attitudes about what they were doing, and it was a good place to be working with students. The administration was in flux. When I came, Bob Burns was still alive, but pretty crippled up. In the second year I was here, they were searching for an Academic Vice President, and I remember coming to this mass meeting of the faculty where he said that, "The faculty search committee has decided that Al McCrone is the best candidate for the job of Academic Vice President. I'm not sure he's the best choice myself, but I'm going to go with the faculty on this, so you guys can suffer the consequences of your own bad behavior if it turns out to be a bad choice!" Now, somebody should have listened to Burns, because he (laughter) he knew better than the faculty on this one. So we had Al McCrone for a while as Academic Vice President after Jack Bevan left. One of the things that Al did fairly early in his tenure was fire Bill Binkley, who was Dean of the College of the Pacific. We never knew quite what that was about, probably a personality clash that we'll never know about. But Al just sort of did it, and it was a very good thing for the College of the Pacific, not because Bill was a bad Dean, but because he unified the entire College in their disappointment with McCrone's behavior and their anger about the firing and the lack of consultation with the faculty as a group. I was on the COP council at the time this happened, and we had a series of open meetings with most of the

faculty sitting around us as we talked about, “What the hell do we do with this situation?” Nobody really knew what to do, but it was very interesting to see how we worked it all out and finally realized that we couldn’t save Bill Binkley’s job, so the best we could do for him was support efforts to get him at least a decent monetary settlement as he was on his way out, and to establish, more importantly, a better working relationship with the Vice President in the sense that decisions that have major impact on the college, need to involve the college faculty consultation in those decisions. For example, the hiring of deans should significantly involve faculty participation in the process, which had not been the case before. So, there were all kinds of Sturm und Drang around that whole business, and, as I said, it was in the long run a very good experience because the faculty all came together in a united front against the chief administrative officer, because at that point Bob Burns had died, so Al McCrone was running things in the interim. Interesting place.

Hannon: Was there someone at Pacific who was especially helpful in your initial orientation to campus?

Beauchamp: Well, obviously, since Doug Matheson and I were old friends with a long, very intense experience with regard to the textbook-writing drill that we’d been involved in for a couple of years, he was my main orientation, but Bill Binkley was very good at sort of getting me around to other people on campus and getting me involved in the politics of the college, getting me on the college council very quickly. And then, the other person that was a helpful person the first year was Martin Gipson, who was the only old member of the department—sort of strange to call him ‘old’ at that point, he wasn’t old at all, but—the one that was going to be retained and be with us for the long run after the renovation of the department that was starting with the hiring of Matheson, then me, and then the following year the hiring of Roseanne. Martin was an important resource for orienting me to much of what was going on on campus as well.

Hannon: Describe the changes you observed in curriculum during the years you were at Pacific—and I would say the ‘the major changes’ since it was a lot of years! (laughter)

Beauchamp: Well, Jack Bevan the Academic Vice President at the time I was hired and the time that Matheson was hired to be the chair of the psychology, and his directive was very simple, “Make this a legitimate psychology program.” He and his brother were both major forces in experimental psychology, so that was the orientation that he was interested in, rather than what had been the case in the past. So what we did, and this was primarily Martin, Roseanne, Doug and I, was we rebuilt the entire curriculum; we replaced almost all the classes. This was going on in psychology while the college was going through its massive renovation to changing everything to 4-unit classes, with the standard teaching load in psychology being five classes a year, the standard load for the students being four classes a semester, which was a major

change from the random potpourri of things that was typical of much of higher education at the time, a bunch of 3-unit, 2-unit, 1-unit classes, with students taking large numbers of classes in a given semester. And I think the faculty load was typically three or four courses a semester. This whole business was, as I said, a major change. In addition, the general education program was new, Information and Imagination was the name of it; the fundamental Idea, which was created by a group of faculty, was to have faculty paired up or tripled up, usually paired up, across disciplines to give an interdisciplinary perspective on some topic. The faculty were somewhat dubious about this, but it was part of the whole package of changes, and the whole thing was ordered in as a package, so the faculty went with it, which produced the every semester—dance of trying to figure out how to pair up faculty across disciplines when it was their turn in the barrel to do general education. This never was a very comfortable procedure. Cliff Hand was hired as Associate Dean to take on the task of making this happen under Binkley, before Binkley was fired. Cliff Hand became Dean of the College, and then Bob Anderson from Physics was brought in to be Associate Dean—he picked up this task of trying to get people together, and then when I became Associate Dean I picked up the task of trying to get people together, and in my tenure we finally just dropped it. (laughter) It was not working really well across the entire faculty group. There were individual pairings that were marvelous, but there weren't very many of them that were marvelous, and it was always hard to get the faculty together in some semblance of an interdisciplinary attack on a common issue or common topic. But, nevertheless, it was creative, it was interesting, it was challenging, it was people trying new ideas in education, and that's part of what made Pacific an interesting place to be. We eventually replaced it with a cafeteria plan, because that was what the faculty were most comfortable with, a cafeteria plan for selection of courses in various areas that students could choose from. The other big change was, as I said, the psychology change, and the cool thing about that is that the group of us—which had grown eventually to include Roger Katz, who was hired I think in '74, somewhere around there, '74 or '75 I guess—we sat down and worked out what our goals were for psychology, the management of psychology, particularly what the undergraduate and graduate programs were supposed to be about. Martin Gipson directed us to do this, and had me run it, which was another one of his brilliant moves, because (laughter) Martin had the ability to irritate everyone simultaneously, and I didn't typically do that (laughter). I ran this task of getting the faculty together at periodic intervals, and we sat down and talked about what was, what were our goals and objectives, what do we want our students to look like, how do we want them to grow, what do we want them to master, how do we want to get them there, and from that we build the curriculum to support those objectives. And that was such a successful experience that essentially what we built lasted for thirty years. It's pretty damned amazing when you think about it. It was difficult, it was challenging, it was, hmm, a good deal of argument, and some of it was heated, but that outcome was fantastic because we could all live with it and live well with it, really.

Hannon: The next question is about courses and innovative programs that you helped develop at Pacific, and I think you sort of covered the programs in the last question, but could you talk about some specific courses you developed and why.

Beauchamp: I'd been teaching at Cal Poly, which meant teaching Introductory Psychology, because everybody taught Introductory Psychology every bloody quarter. I was used to teaching about six sections of Introductory Psychology every year (laughter), but I also got to teach Child Development and a little bit of Statistics and Experimental Psychology at Cal Poly. I stayed with the Stat and Experimental at Pacific, but we essentially created a new course when Matheson and I got here, because that was our focus area, particularly with the Experimental Psych textbook, and then Roseanne picked it up when she arrived. We all basically shared the same general attitude about what Experimental Psychology was about, so that was not a course I developed, it was a course we developed, but one that was predictable from our backgrounds and our orientation. The Child Development courses—I started on Developmental Psych as an upper division course, and introduced that course before I took time out to go into the Dean's office, but when I came back from the Dean's office, I started the Child Development class, and built that one from nothing that had existed before, so those were the major courses from me, Developmental, Experimental and Child. Along the way, we all taught courses in Winter Term, for as long as Winter Term lasted. I don't remember how long it lasted, but it was at least ten years, maybe more, that we had Winter Term going, and each one of us had a new course built for Winter Term, that was the standard expectation for the college faculty, to have a new course for Winter Term, so I had eight or nine Winter Term courses, most of them having something to do with Child Development. We also had developed, I think when Roseanne got here, the Contemporary Issues in Psychology class as a different approach to Introductory Psychology. We didn't do Intro Psych. That had a lot to do with a lot of things, Matheson had been teaching Intro Psych endlessly at several community colleges in Southern California, and I don't know whether he did that as SC or not, but he taught a lot of it, and I taught a lot of it. We were not excited about teaching any more of it (laughter), so we tried to do something different. So we did Contemporary Issues, which was a class that averaged probably about 220 students. It was over in the Rotunda at Pharmacy, which was a team-taught course with, involving, usually I think four of us taught that course in a given year, and each of us had a segment of it, so, you know, I would have five weeks of the course, somebody else would have four weeks, and somebody else would have four weeks, or whatever it was that we did. So, that was a new kind of course. Mass lecture to a huge number of students. Not part of the Pacific tradition of close faculty-student contact, however it produced a lot of FTE, and as a consequence we got a lot of money for graduate student assistants for courses like that, that was one of our big sources of TA money was Contemporary Issues class, because we kept taking students. Whenever Bill said, "Could you take some more students?" we said, "Yes, how 'bout another TA?" we got another TA. (laughter) It was great while it lasted. Let's see, what else.

Courses that I developed... Um... Oh yeah, I forgot about Foundations. That was a later one. I did some odd things along the way, I did a Non-Parametric Statistics course in the summer for a while. (laughter) I did develop the Foundations course later on; the idea was to give students an introduction to a discipline—this was before we had Introductory Psychology back in full force—and everybody [was] required to take it, so introduction to the discipline, and introduction to the ethics of the discipline, and introduction to resources, like the library resources, and to serve, at one point at least, as a way of bringing the students to a common understanding of what we were about. I don't know what's happened with that, that's gone, isn't it? Yeah. Things come and things go. The other thing I tried at one point was a mixture of Experimental Psychology and Statistics in a year-long sequence, which was a killer, and the faculty said, "You're insane," and wouldn't do it, so that didn't last either. (laughter) That's, one of the cool things about Pacific is that it was a place that supported innovation, and we, we tried all kinds of curricular innovation. It was easy to get things organized, easy to get them presented and approved by the authorities, the Deans and Provosts and so forth, Vice Presidents, so we could do some really interesting ideas. If they didn't work, we'd kill 'em and try something else. It's a fine place to work, in that sense.

Hannon: Did you—obviously—work a lot to enhance educational and academic programs at Pacific? Were there, would you identify any primary challenges? You've talked about it being fairly easy to get things done; were there any challenges or problems getting things done?

Beauchamp: Not really. Not really any big challenges. The General Education program is a good example of this. I&I was a huge change from the way things were before, and went through a vote, that took place the year before I got here, but was implemented the first year I was here, and went on for at least six or seven years before it had run its course, and then the, again in terms of GE, the Smorgasbord approach that we developed to deal with the issues of I&I ran for another ten years or so, ten, twelve years or so, and then, maybe a little bit more—the attempt was to try again to get an integrated set of courses that would be a common experience for Freshman students, and, Freshman and Senior students. So, the program that is still in place at the moment has been running since about the mid-'90s, in College of the Pacific. It was generated by the Dean and a core of about eight or ten faculty from many disciplines, and a group of about fifteen of us tried it out in the first year, I was one of the persons in the pilot program, and the Mentor Seminars—Mentor Seminar I and Mentor Seminar II—seemed to work, and the faculty said, "Okay," and, although some faculty were violently opposed to it, the majority were willing to work with it and make changes to it as they felt was necessary to make it more viable for them, and it's still going, so. It's a good place to get things done.



Hannon: Okay, now talk about your administrative positions and style, and in your administrative positions—and I guess you’re going to want to differentiate between being a Dean versus a Chair—to whom did you report, and who reported to you?

Beauchamp: “To whom did you report and who reported to you?” Okay. Well, the first administrative position was Associate Dean. Binkley had been fired, and Cliff Hand had been hired. Cliff had come out of Raymond College and then the English department in COP, and, initially to be Associate Dean and then Al McCrone moved him up to Dean. When I came to Pacific, Binkley’s office was a closet in the Administration Building, with Jackie Smith and him in the closet, and that was it, that was the entire Dean’s office. One person, and one administrative assistant, and I think she was called “Secretary” at the time, probably was. Cliff Hand had been an English professor, but he was also an empire-builder, and he managed to add an Associate Dean, Bob Anderson was the first, and then, the idea started for an Assistant Dean, which, that was implemented just before, the year before he got, by accident, moved into Academic Vice President. So, when he had left the offices there were two Deans, Jackie Smith was the administrative assistant now, I think she did actually have the title of Administrative Assistant at that point, and there was two additional secretaries in the office, so he made a hell of a lot of growth in a very short period of time. When I came in as Associate Dean, we had another secretary, because we had somebody who was converting the college’s files to Library of Congress, and that was her job, that was her entire job, converting everything to Library of Congress system. So, I’m reporting to Cliff Hand as Associate Dean; Doug Smith was Assistant Dean—he didn’t report to me, we two reported to Cliff—and Al McCrone leaves Pacific when I’m in my first year as to eventually become President of Humboldt State University, and we have a search for his replacement, which failed. Oh... How did that happen? This is really complicated. Stan McCaffrey becomes President—I think Stan ran the search for the Academic Vice President, which failed. Yeah, he did. And so, there was Cliff. So, Stan just reached out and said, “You can become my (laughter) Academic Vice President,” much to our surprise. And Cliff said, “Yes.” And so, now we need to replace Cliff as the Dean, and I was there, and Cliff said, “Would you do it?” and I said, “Ok, but I don’t want to be Dean.” There was one other candidate, the guy from the Religious Studies department—he wasn’t there very long, can’t think of his name at the moment—so that was the two of us. We had a search committee of college faculty, because the faculty was pretty strong at this point, in fact the governance had gotten pretty strong, thanks to Gwenn Browne and a bunch of other folks, and they finally chose me, which I think was mainly because Cliff was on the committee. (laughter) And, I don’t think they could go against him, frankly! And he wanted me to do the job, so that was that. So I came in as, started as Associate Dean, just got started on that, and then approximately half a semester into that—no, a semester, a whole semester into that—I got switched to, a surprise, Acting Dean, and that, because of the timing, everything else that was going on, it took a year and a half to get the search for a Dean—a real Dean—completed. So I

was Acting Dean for almost two years, and then I went back and finished up being Associate Dean. So, for while I was Acting Dean, I was reporting to Cliff, and of course through him eventually to McCaffrey, and also in a sense reporting to the College Council, because the council was strong at that point. It had been weak, but after the Binkley mess it gained a lot of strength, through the work of Gwenn Browne and a host of other people. In fact, the governance have gotten stronger and stronger at Pacific, so things weren't as easy as they had been when the administrators picked what they wanted to do whenever they felt like it. I think I answered all your questions on administrative roles.

Hannon: What about the Department Chair?

Beauchamp: Oh, Department Chair! Oh, that was reporting to Deans, which really wasn't much, in terms of reporting to Deans. One, we were very stable, we were hiring occasionally, but not a lot. Most of the faculty were faculty that eventually stayed for thirty years, more or less, and, so we didn't have those kinds of issues very often. We also were obviously a money maker for the college, so we didn't have any issue related to resources other than the fact that we always felt that we never got the amount of resources that we should have gotten. And, the department faculty were, generally speaking, a productive group on campus, particularly Gipson, Hannon, Howells, and myself. Very involved in various aspects of the governance of and the running of the university. So, as a consequence, we were seen as being a very strong department by outsiders. We had a graduate program that was alive and well and was never very large, but was always productive in terms of theses; we demanded theses from all our students, so it was seen as a high-level graduate program. We managed the integration of graduate students—undergraduate students into a cooperative mix, in terms of supervision of undergrads provided by graduate students. Faculty all taught their courses, graduate students didn't teach your courses, but the graduate students were there to help with labs and other aspects of the courses, so it all worked really well, and as a consequence we weren't ever a problem for administration. We were all seen as being a very successful department, a pretty innovative department because we developed both the idea that students should do undergraduate research very early on—it's commonplace now at Pacific, but it wasn't commonplace when we started it, biology was doing it, we were doing it, and I don't know if anybody else was, not much—and then we also got internships and field work experiences established very early on in the Psych department, and again—that's commonplace now at Pacific, it wasn't commonplace when we were doing it—so we were seen as very strong, an economic asset for the college and the university, not a problem for Deans to manage, we didn't bring problematic faculty most of the time to the administration—when we did have problematic faculty we usually handled them ourselves—and so, the Psych department was a gem as far as the Deans were concerned, and we developed this halo fairly early on, and it stayed with us. So, working with the Deans

was easy. We went in, we said what we needed, and they said what they could do or what they could not do, and it wasn't a problem, with any of the Deans. I worked with three Deans.

Hannon: I'm really interested in this next question because I've always wondered, underneath: would you describe your administrative philosophy and style?

Beauchamp: Martin Gipson was doing a class on management of some sort in the Psych department when I was Acting Dean, so he brought his class in to interview me about administrative style. I didn't really have any answers to any of their questions. (laughter) I was really young, and really inexperienced. In the Dean's office, one of the things I observed when I was Associate Dean and when I was a faculty member before becoming Acting Dean was that Department Chair meetings were really problematic. They created more trouble than they were worth. So when I became Acting Dean, we didn't have Department Chair meetings. (laughter) That took care of that issue. I would go around and meet with Department Chairs individually, but not put them together in a group, because in a group they were entirely dysfunctional, so that was my solution to that problem. (laughter) Actually, I think probably most of the Department Chairs enjoyed that, because they didn't have to sit and listen to somebody read the news to them, which it turned out to be what most Department Chair meetings, Dean's meetings with the Department Chairs were. Pretty universally disliked experience, as far as Department Chairs were concerned, in my later life anyway. Within the department, there was somewhat of a carry-over of that attitude. When I first became Department Chair I tried giving the faculty a lot of information, and they didn't really want a lot of information, so I stopped doing that. (laughter) Budget management in particular was something I thought everybody ought to be involved in, and it turned out, nobody wanted to really be involved in it, so I stopped involving faculty in budget management. I just said, "Do you need something? Let me know what you want." Then, people would come in and say, "I need this," and I'd say, "Okay! We can do that!" (laughter) and that was pretty much it. That worked great with every faculty member except Matheson, because Matheson had an endless desire for expensive equipment, (laughter) so I kept having to say no to Matheson a lot, but not to anybody else, and that was, pretty much the name of the game in regard the budget management. The management of the rest of the department, what Roseanne and I did, really pretty early, was figure out that there were things that she really liked doing and things that I really liked doing, and we just split them up. They would get done, and we'd both be a lot happier, because I wouldn't have to do the things that she liked doing, and vice versa, so we did a lot of that early on. So she'd basically manage the graduate program, for example, I'd manage the budget. She, other people did their thing; Matheson was the computer jock, so he pretty much handled the lab and all the stuff related to the computers. We started out with Katz being the TV guru for a while, and that worked for a while—he kind of got tired of it, I think, and quit. (laughter) So we had sort of distributed responsibilities, or focus, foci that people had, and, so for the day-to-day operation

of the department, if people just took care of their responsibilities, that was it. When I was the Chair, meaning carrying the title at any particular point in time, I would go to the Department Chair meetings and suffer through that, and do whatever interaction needed to be done with the Deans, but that was just time consuming more than anything else. We worked out a joint system for organizing the class schedule, which we implemented fairly early on and we just kept doing it the same way from that point on, so that was routinized and pretty easy to do. Handling the catalogue and all that stuff was just detail work, and we just did it, and if you were the Department Chair at the moment, you took care of it, because that's what somebody had to do. So, the philosophy was, I guess, in a nutshell, we've got a group of people who are competent in their areas, agree on the basic philosophy of what the department's about, so just let them do their work. And that's basically what I tried to do as Department Chair, is let them do their work. And it turned out pretty damn good, I think.

Hannon: Looking at the university broadly, do you think the committee structure of the university, which you dealt with for all your years, produces effective governance? And also, do you have an impression of how the committee structure affected your own productivity? So first, do you think it's an effective structure?

Beauchamp: I think that the idea of faculty governance demands that you have committees of some sort. That's the only way you can implement the basic concept of faculty governance, through some kind of committee structure, so you can't get rid of it. Is it effective? It's effective depending on who's in charge of the committee, that's absolutely critical. That person's understanding of what the role of the committee is, and the role of the committee members, and whether the committee has any real function or not is critical. You would think they would all have a real function, but they don't. Some of them have no function, and shouldn't exist. Given the ones that have a real function, e.g., the Faculty Research Committee—it probably has a different name now—but the committee that was responsible for distributing whatever research support funds were available in a given year to faculty to essentially act as seed money for research projects—that's a real responsibility, because there're always going to be more applicants than there is funds, so somebody needs to make a decision. It's a good idea to have a group of faculty from multiple disciplines make that decision rather than having an administrator make that decision, for obvious reasons. If the Research Committee's chair understood the job and knew how to get people to make reasoned judgments about the quality of a proposal, that committee just cooked. It worked fine, did its job, was important, was satisfying to the members, and was useful. Same thing with the Compensation Committee, I was on the Compensation Committee for many years. If the person who was chair understood what the committee was about and how it was organized and how it needed to function, then it did, and if the person didn't understand that, it did not. To be very explicit, the Compensation Committee does not have a charge. It doesn't have an agenda. It doesn't have an operating set

of rules for a given year, so what happens depends on the chair, and if the chair doesn't set out an agenda for the year, "This is what we're going to accomplish this year, this is how we're going to do it," then nothing happens with the Compensation Committee. There is no supervisor, the committee doesn't report to anybody. It nominally reports to the Academic Council, but functionally it didn't, except when there was a big issue that came up, such as the change of the entire health care system. Otherwise, it just runs on its own, and if the chair doesn't know what he's doing, or she's doing, then nothing happens, and if they do, some interesting things happen. So that's two good examples. There was a committee, Professional Relations Committee? Very confusing, for a long time very confusing set of directives about how it was supposed to operate, when it was supposed to operate, and what it was supposed to do, and how it was related to the Grievance Committee. In early years, at least, it was always very confusing about what was PRC doing or not doing, and how did that affect what the Grievance Committee was doing or not doing, and it took forever to get it clear, what was supposed to be going on, what didn't go on. So that was a structural issue. When they were laid out, they weren't laid out very clearly, in their relationship, and that produced a mess in a couple of Grievance cases, where things were heard by one group, and then reheard by another group, and then reheard again by a third group. So what do I say about faculty governance in general? I think it's absolutely necessary to the well being of a collegiate organization. I think that sometimes participation on a given committee is a waste of everybody's time, and sometimes very valuable. One of the good spin-offs is, I got to know people from all over campus, all the schools and colleges, made friends with people from everywhere, as a consequence of working with them on the important issues that we encountered in some of these committees like the Grievance Committee or the Compensation Committee.

Hannon: How would you say it affected your productivity?

Beauchamp: Uh, well, it's time-consuming, in terms of the better committees. The better committees, because of the nature of the work they were doing, 'cause it was important work, it's time-consuming, of course. However, how does one look at the job of being a faculty member? I look at the job as involving teaching, research, and involvement in university governance. I think that's an important part of any faculty member's role, and a person who avoids that is short-changing the institution, so in order to develop the organization to its maximum potential and make the organization run to the highest level that it can run, the faculty have to be involved in all the major issues, because the faculty is essentially the heart and soul of an institution. Administrators come, administrators go, faculty stay. An institution runs on the seats of the pants of the faculty. If they're not involved, then it doesn't work well. If they are involved, it does. The consequence is, sometimes you waste your time, but that's a job that the faculty ought to fix in the first place: if you've got bad organizational structure, fix it (laughter) and move on, so yes, it takes time, but I don't think it's by and large wasted time.

Hannon: Who were the individuals at Pacific that were most memorable to you and why?

Beauchamp: That's a very long list. Let me just do some highlights. Early on, Gwenn Browne, for a lot of things. One, just a few of those lots of things was her attitude about administrators. As far as Gwenn was concerned, administrators as a group were suspect about whether they should exist on the earth or not, but at the same time she was a great resource, so when I needed an informed opinion about something to do with a faculty problem, Gwenn Browne was always a good source, when I was Acting Dean or Department Chair or faculty member, always a good source to go to. When we had problems with individual students, Gwenn Browne was always a good source to go to, a good person to involve in defending or helping or whatever with the student who was having difficulties of one sort or another, so. Gwenn was an early friendship development, a long-term friendship development, and a fellow liberal, much involved with, in the early years, with the American Association of University Professors.

A similar person would be Sid Turoff who was Chair of Business, when Business was in COP. Again, a fellow liberal with shared attitudes about politics in general, and social justice, and other things in particular, but also Sid was a very astute judge of character and very politically sophisticated about how to get things done. I never forgave him for the fact that he saved McCaffrey's job. (laughter) He was the faculty representative to the Board of Regents, but he thought the way the termination of McCaffrey was being proposed was inappropriate, and so he fought for him (sort of a testament to Sid's character). Larry Walker, Chair of the Art Department, very much an empire-builder, and very much fun to watch how he manipulated things to gain resources for his department, and then to watch how he worked with his faculty members in developing people as they were coming along. Those are the three old ones that come to mind most immediately. In the character group, Larry Meredith was, is, remains a fascinating character, always interesting to talk with about damn near anything, and Larry can talk, (laughter) better than most, about many things. Great conversations with Larry over the years. I got Larry involved in the Athletic Advisory Board. Larry was not a committee member, Larry hates working on committees, (but I got him involved in the Athletic Advisory Board, and he stuck with it for a number of years. That was fun to watch, too. Paul Hauben has a good critical mind—always useful to talk with. Gene Pearson became a valued friend and resource person later on. When I was in the Dean's office, Doug Smith was the Assistant Dean, and when I became Acting Dean and then we needed to appoint an Acting Associate Dean, and Ron Limbaugh we eventually got approved through the college council, and that was an interesting experience. All three of us were young associate professors; this was our first administrative experience in all three cases. We were not sure about what we were doing, why we were doing it, or how we were supposed to do it, but it was a really fun experience working with those two guys, and working with Jackie Smith, who was the only person in the office who really knew what was going on all the time, and Jackie did know a whole lot about what was happening

with a whole lot of people on campus. She had connections with everybody throughout the university. Others were the host of guys involved with noon ball...

Hannon: Basketball, you mean?

Beauchamp: Noon basketball, yes. The infamous noon basketball game, which is still going, and still basically involves faculty and staff, students, alumni, and a few other folks from the community. That group, Gil Dellinger was an early member, Gil Schedler was an early member, Larry Meredith was an always member, Doug Matheson, Roger Katz, Connor Sutton,... A bunch of folks from campus were in and out. Gary Martin from Engineering... It was a good way to make connections with folks across campus in a fun atmosphere, but also an atmosphere that sometimes carried on afterwards. From School of Business, there were two or three folks that were involved, but the most lasting involvement as far as I was concerned was Tony Kulisch. Tony and I became really good friends, and in the last seven or eight years of participation as a faculty member and into retirement, we stayed together for noon ball, and then golf, and then we spent some time working on trying to help people with what to do when they retired. That was a fun, productive association. Yeah. Trying to remember all the—my difficulty is remembering all the *names*, you know?

Hannon: The question was most memorable.

Beauchamp: Yeah, huge bunch of guys that were memorable. That's the problem, (laughter) Connor Sutton from Sports Science, Lou Matz from Philosophy and the Dean's Office, Randall Ogans from OIT, and, just guys that carry on relationships outside of the game, because of the game, and learned to know their characters because of the game. It was all good stuff. In the Psych Department, everybody was important, and everybody had an impact. The most important would be Martin Gipson and Roseanne Hannon. The three of us didn't always have the most comfortable relationship, but—(laughter) I can still remember Roseanne and Martin screaming at each other in the hallway, but—we all worked for the students, and for the health and welfare of the department, and we shared that. We all knew that's what we were trying to do, even though we often disagreed sometimes about the method, and what was best. And so, the impact was, how to work with people, how to work with each other, how to work out problems, how to teach classes. They impacted how I taught my classes more than anybody else. And I've left unnamed probably fifty more people. (laughter)

Hannon: 'Kay, I'm going to ask you, since you were at Pacific so many years, about changes you observed or didn't observe, first of all, in students. Did you see any shift in the nature or character of students over the time you were at Pacific?

Beauchamp: Speaking of the undergraduates, I think the statistics would say that the quality of students went up over the years and the university became more and more selective. I suppose

that was true, although it's hard for me to make a comparison that would make any sense over time, in terms of the undergraduates. We always had some bright kids and some kids that were struggling for diverse reasons, so if you look from class to class to class, I don't see a clear pattern. We didn't have a lot of kids who really shouldn't have been there, who should have been doing something else other than going to college. We had some, but most of them moved on fairly quickly to some other choice of activity. So, they were always fun to work with, always energetic. I did some crazy things with students. I did one I&I class in which we explored personality for a semester. In a structured fashion we explored everybody's personality in class for a semester, and it turned out that everybody was involved, nobody slept in that class, and they really thought it was an educational experience, after it was done. They really applauded the class, which I thought was really interesting, that you could do something as risky as that with a bunch of undergraduates and have them come out the other end and say it was a good experience, but they did, and that's sort of typical of Pacific students. Give them a challenge, give them something difficult to do, and they can do it, by and large. Graduate students I had much less involvement with. I served on a lot of thesis committees, I taught few graduate courses, so my experience there was mostly with committee work, and again, I didn't see any pattern of growth and development there, it was all pretty much the same kind of students throughout the years. They had different foci, different purposes in life, but not a tremendous change in ability over time.

Hannon: What about changes in faculty—in our own department, for example, the faculty are pretty much all new in the last few years, and that is pretty reflective of many areas of the university. Have you observed shifts in attitudes you think, let's say, young faculty held, when we were young faculty versus now?

Beauchamp: That's a difficult question to ask, because within Psychology there are so many different backgrounds one can come from. When we got together as a group back in the late '60s and early '70s, the core of us—Gipson, Matheson, myself, Hannon, and then Katz, and then eventually Gary Howells moved over from Callison—we were all coming from a fairly common core of experimental psychology, research psychology, the science approach to psychology, and, with a very common understanding of what psychology is about. I'm not sure if that's the case now. I think we've got people who've come in, who are coming from different perspectives, and I'm not sure they share that kind of common background, common experience that we shared. So I think it's going to be more difficult for the young people, the new people in psychology to get their act together in terms of what they're about and what they're trying to achieve with their students. I could be wrong, but it just seems to me that some of them are very similar to what we were and some of them aren't, and that's going to be a source of friction, I think, for that group. We'll see how it works out.



Hannon: I'd sort of like you to do the same thing with administrators? I guess I'm talking Deans and up, but there are so many levels of administrators, and I don't know if there are any general attitudes that characterize an era, but at any rate, (laughter) given that it's a difficult question as I'm putting it to you, do you see some major shifts in attitudes of, sort of, current administration versus prior administrations?

Beauchamp: Let me do Deans and Presidents, and skip the intervening steps. When I came, Binkley was the Dean for a short period of time. He was very manipulative, very creative, doing some really exciting things. Cliff Hand was also very manipulative, much more subtle than Binkley, (laughter) but he didn't have much of a time to be Dean before he was Academic Vice President. Whiteker was there for quite a long time—Whiteker came in and basically held the place together for the duration of his tenure as Dean. He came from Washington, and this was his first academic administrative appointment, and he picked up the reins and kept the place going and, through a variety of upper level administrators, did a pretty good job of keeping things together. He was very good about some things. He was excellent on working with promotion and tenure, for example, but Roy was not a big leader in the sense of making innovations, making big changes, getting people to consider doing things differently. He was great for holding things together, which is probably what we needed at the time anyway, given the situation. ~~He~~ Bob Benedetti followed him. Bob came from an innovative college in Florida, New College in Florida, where new ideas were sort of expected every year, so he came in as a change agent, and he did make a big change with the General Education program, and tried his damndest to get the college to focus on what it was about in terms of, all the departments together, what were we trying to do with Pacific students? His focus was on leaders, citizen leaders, and how do we, as faculty, produce citizen leaders as far as our students are concerned? This was a valiant effort on his part. I thought he did a very good job on the development of the General Education program. Speaking as a Department Chair, they were all easy to work with. The next Dean was a short-term, a biologist, by the name of Gary Miller. Gary thought the Psychology Department was just fine, so we loved Gary. (laughter) Other departments did not think Gary was fine, so that was a problem, but Gary wasn't here long enough to do much. He discovered fairly early on that he and the Provost were not going to work together, and so he began searching for a job right away, and eventually became an Academic Vice President at a school in Kansas. And then, next is our current Dean (Tom Krise), and I had practically no interaction with him, so I don't know. He has a strange background for us, coming from Air Force, although he's another English professor—we seem to have a lot of English professors in that position—so I don't know what he's about, really. So, do I see changes? No. I see different personalities doing different jobs over time, but no trend, just different situations, sort of requiring different people. At the presidential level, we had Bob Burns, who was an amazing innovator and a very good fundraiser, and when he died fundraising died at Pacific, (laughter) unfortunately. Stan McCaffrey comes in, we had Al

McCrone as a temporary for a year, but Stan McCaffrey comes in from essentially a quasi-governmental agency in the Bay Area, and work at the Development Office at UC Berkeley where he was a student. He had no experience as a teacher, didn't really understand what teachers were about, and never developed much of a relationship with the faculty. In fact, he developed a fairly negative relationship with the faculty eventually. I had the experience of being one of the leaders in the group that crafted a letter of no-confidence, and I walked it around with a couple other folks, gathered the signatures of the vast bulk of the faculty on this letter of no-confidence that was delivered to the Board of Regents. Stan was not what we needed. When he came in, he looked like he might be a fundraiser—but he wasn't a particularly good fundraiser. He wasn't a very good administrator. He was very interested in Rotary and spent a lot of his time on that. So, he was International President of Rotary, that's where he should have been all along, and as President of University of the Pacific, he should not have been here. So we had seventeen years of not-very-good leadership, which had some economic consequences. Bill Atchley came in as an engineer from Missouri, and Bill was sort of a stereotypical engineer. He had not-very-good people skills, and unfortunately, we were kind of looking forward to him because he was a faculty member, and he had been a Dean, and he had academic experience, and he'd been a president of a college, and he looked so much better on paper than McCaffrey did, but he just didn't have it when it came to working with people. He said some of the damndest things that just put people's teeth on edge. I think his heart was in the right place, but he just didn't know what to do. I had the interesting experience of sitting down with him and one other faculty member, deciding on a cold evening, how we were going to solve the problem that we couldn't make payroll. I was Faculty Compensation Committee chair at the time, and we, the three of us, made the decision, "Who was going to suffer?" because somebody was going to have to suffer, and we decided that it would be better to not cut salaries of particularly the secretarial staff and the support staff, their salaries weren't very good anyway, and not cut faculty salaries, just not give any raises, and then make temporary cuts in the retirement plan funding, in order to make payroll. So, working in that context with Bill, he was extremely rational, extremely open, extremely easy to work with, but that was behind closed doors, and when he got out and opened his mouth he just got in trouble. It's an interesting experience. He came into a situation he did not understand when he took the job, did not understand the economic problems we were in, and was surprised, and didn't know what to do about it. On the other hand, he began to make some changes with the Board of Regents that were, bore fruit under his successor, but was started by Bill, and they were the right changes to be making, so he was a mixture. Some of the faculty really hated him. I don't really think he deserved that. He did some dumb things that were expensive for the university, but I don't think he did it maliciously, I just think he didn't know what he was doing. So, then Don DeRosa comes in, and again, another academic with Department Chair and Academic Vice President experience—but no presidential experience, this was his first presidency, but he did

know what the economic problems were and made some fantastic decisions in his first year about what to do about it, and turned out to be a great fundraiser, nobody knew *that* was going to happen. His relationship with the faculty was never great. He believed very much in a hierarchical model, and so he wanted his Provost to deal with faculty rather than him. I think that was a mistake, because when he was in small groups with faculty or one-on-one with faculty he was just fine. When he was first hired, and he was coming in as a Psychologist, we had him over to our house to meet the entire Psych faculty, and that was a great meeting for the Psych faculty and him. He got on really well with everybody, shared background, shared experiences, and as his wife said, he talked too much, but other than that it was (laughter) fine, and it's too bad he couldn't have done the same thing with more groups of faculty. He tried with his morning meetings with faculty, but those turned into, being not very functional, then he got all these illnesses that got in the way. But, at least, under DeRosa's leadership, we made some tremendous advances economically, which yielded a lot of new buildings on campus, and we experienced an increase in faculty salary twice, after prior presidents had all agreed that we needed to increase faculty salaries and did absolutely nothing about it. So, that was a real change. We have a new president, she's an amateur, even more so than DeRosa was, because she'd only been a Dean, and she's got a lot to learn, so we'll see how she learns. Hope she learns quickly.

Hannon: What about the Regents and the function of Regents? Have you seen, (laughter) a change in the way the Regents work over the time you've been involved with the university?

Beauchamp: When I came, the Regents were hired for life. The chairman of the Board of Regents went on for 25 years or so. It was a country club kind of thing. The Regents chose their own successors from their friends, and that was that. Surprisingly, there were some good people amongst them, given that context, people who did their damndest to support the institution, Ted Baun being one, Bob Eberhardt and Don Smith being others. McCaffrey couldn't deal with this. He just lived with it. Bill Atchley, when he came in as president, recognized that this was not a great model, this was an antediluvian model of a Board of Regents, and he began the idea of board development and board training, limited terms of office, and rotation of presidents of the board, which, as I said, came to fruition when DeRosa arrived. And so, we've gone from a really old-school Board of Regents when I first arrived to a modern Board now, where people are sought out to be members of the Board on the basis of what they can contribute and what they represent rather than who they know, who they're friends with, and so I see it as now a much better Board than it was then. In between we had some warfare going on inside the Board that was eventually counter-productive, and fortunately, the Board chose a president for a short-term who got it back on a good keel. The dorms are named after it him.

Hannon: Monagan.

Beauchamp: Monagan. Yeah, Bob Monagan solved the problems within the Board in terms of just damping everything down and getting it back to functioning, and Bob and DeRosa worked together beautifully, so that the transition moved to a much better Board than it was.

Hannon: Over the time you've been involved with Pacific, what do you think have been the most significant achievements of the university, for example, in terms of new programs, facilities, buildings, whatever you think have been really big improvements over the time you've been here.

Beauchamp: I can't talk much about the Dental School or Law School, because all I know is essentially by reputation. The Dental School is very strong. The Law School has had some ups and downs, but both operate in a large part independently of the Stockton Campus. On the Stockton Campus Burns tried innovation with the Cluster College concept, but didn't understand how much money was needed to be provided in endowment support to make it work, and so eventually it failed, primarily from economic reasons. So, that *was* an innovation. It still has some attractive ideas, if one could find enough angels to support it. The changes that have taken place of significance were the development of the School of Pharmacy, which was off the ground when I got here but it was just really starting to blossom, and it has become a very strong school of pharmacy in the years since. The School of Business was an idea when I arrived, it was not a school, and then it developed, and it's become a strong school in many ways. It had some leadership problems in recent years. So that's a growth and development that took place during my tenure. The others—College of the Pacific is still the College of the Pacific, no big changes there, except for spinning off things and growing a little bit smaller as a consequence. The Conservatory hasn't changed very much, that one can see from the outside. There has been, you know, the development of institutes or resources, like the Muir Papers, that are important. The Brubeck Jazz Institute is important. But, not a lot of huge things going on. Particularly in the DeRosa years there was a lot of physical plant development. During the McCaffrey years we were pretty static except for two good things—the acquisition of the old Delta College campus was absolutely a very smart thing to do, and the development of the Spanos Center, basketball, volleyball arena, which was a good thing to do but was badly managed by McCaffrey in terms of how we funded it, unfortunately. So it took a long time to pay that off. Engineering has gotten much better; it's gotten bigger and better in recent years, stronger. School of Ed had leadership problems forever, until the current Dean, who is a good leader, but now we're involved in a depression that doesn't help schools of education anywhere. So, difficult to know what's happening there.

Hannon: I want to go back to students. We've talked about what the students were like, but could you describe how you interacted with students, or sort of what your philosophy of teaching was, in terms of dealing directly with the students with whom you worked?

Beauchamp: There're multiple possibilities of which roles one can play as a collegiate faculty member. I chose basically to be the kind of instructor who created an opportunity for students to learn, and provided the resources to help them to learn, but I didn't expect them to use me as *the* guide, to use me as a master teacher. Instead, what I tried to do was set up a context in which students could take advantage of the opportunities available. So, I tried to be available at all times, including late at night, to help them with whatever they were working on, but I didn't have them come to me and sit at the feet of the Master and get the words of Truth and go away happy. (laughter) That was not my approach to it. My approach was, "If you want to learn, here's a way of going about doing it. I'll show you a path that you can follow, or multiple paths that you can follow, to acquire the information that I think you need to know if you're taking this course for this purpose, and I'll help you get there in any way that I can, but you have to do it because you want to, not because I tell you to do it." That sort of defined the choices I made and how I set things up with students. A resource person, an organizer, an expectation layer-outer, (laughter) "Here's what you need to do to be successful, here's how to get there, now you do it if you want to be successful," was my approach. I tried to keep the standards relatively high. I tried to make the standards a little above the middle of the class for good performance, rather than trying to bring everybody along by making the standards low, and so this meant that for most students, my classes were considered to be hard classes. Not that that wasn't a characteristic of a lot of the Psych classes, a lot of the Psych classes were considered to be hard classes by the students. Harder than they thought they ought to be, anyway. (laughter)

Hannon: In terms of progress and positive evolution at Pacific, what do you think were the main energy sources for that? What do you think has really driven the progress the university has made, assuming you believe it has made progress?

Beauchamp: There's a two-stage answer there. In the early years, particularly in the McCaffrey years, the faculty held the place together in spite of Stan, and progress that was made was mostly local progress in terms of the quality of students that were coming out of the Biology department, for example, it was because the Biology faculty did their damndest to make their students high-quality students. And generalize that to the rest of the campus. The faculty were in charge of keeping the place together; the faculty were making things happen. In the Atchley years, that was still fairly much true, even though his tenure included the third year of no salary increases, after two under McCaffrey. No increases in salary is sort of depressing (laughter) to faculty members, but the faculty kept the faith, had the integrity to stay with it, stay the course, do the best they could for their students anyway. And then, with DeRosa, things got better, and so the opportunity to do good things was being rewarded more by the university and I think the faculty responded, in general. I think that across the campus a number of really good things had

been developed, continue to be developed by the faculty, with the understanding now that there's some recognition of their efforts, as there wasn't particularly in the early years.

Hannon: In looking over your long career at Pacific, did it meet your expectations for a career as a faculty member, and why or why not?

Beauchamp: My major professor in graduate school wanted me to go to a research institution, and I had, for economic reasons, started teaching full-time while I was working on my dissertation, and liked very much working with students, liked that more than doing research. Research is fine, but working with students, working with students doing research is fine, doing research on my own is ok, but not nearly as interesting as working with students. So, in that sense, I came to Pacific because it looked like a place that was really interested in developing students. We say, we said then, we say now, that the number-1 priority for faculty is teaching. I think it was true then, I think it's true now, by and large, and that's what I was interested in, a place where teaching was really, really, really important, and yeah. I think that was a very good decision, to come to Pacific, and I'm very happy that we did, and I'm very pleased with the experience.

Hannon: Do you think the external perception of the academic quality of Pacific has changed? I know, when I came here, I don't know if anybody outside of California had heard of the University of Pacific, I had certainly not. I don't know whether that's still true, but do you think there's been an improvement in the number of people who know about the university, or in the view of how good it is for people who do know about it?

Beauchamp: Well, I think it has improved. That's from two different sources—the US News and Report Evaluations I think have an impact. We as academics know they're kind of silly, based on opinions of presidents, among other things, and what the hell do they know, but I think it has an impact over time, that these sort of national publications keep stating, "This is a very good place to go to school." One of the publications noted that, in terms of alumni reactions, we had the number-1 ranking in the country on alumni reactions about the quality of experience with the faculty. The more that kind of publication gets out, the more there is an increased respect for the university across the board. The other source of information is, when we recommend students for graduate study, sometimes we get feedback from the people that we recommend to about the quality of our students, and over the years we've gotten good feedback. I've gotten some pretty good feedback. I think the most outstanding was one of the major professors in my field, Developmental Psychology, saying, "I know that if you recommend a student, it'll be a very good student." The more that happens, the more Pacific looks good.

Hannon: Ok, there's a last set of questions here about the community. Sort of a broad question: what contribution do you feel Pacific has made to the local community, and what's the community's response, or I guess my take on this, is the community aware of it?

Beauchamp: Nobody knows what the community response is. (laughter) And how one would access that would be a very interesting sociological problem, but when I came, the university was making major contributions to the local community, and continues to do so. There hasn't been a tremendous change in that. I think because of a substantial recent PR campaign, there's a better recognition of what the university's been doing, but the university's been doing it forever. It just hasn't been recognized.

Hannon: Even within the university?

Beauchamp: Even within the university. The Pharmacy kids have been doing their service stuff for people in the community for decades! Does anybody notice? Apparently not. The Psych department has had its program for the mentally ill and the developmentally disabled for decades. Does anybody notice? No. (laughter) The Conservatory has always done things for the music education of students locally, but only recently has it been noticed, and the School of Education has always been involved with the local educational community, forever, and in many substantial ways. Does anybody notice? No. It's a failure of, in part, the university to have a PR campaign to get it noticed. That has been taken care of by our current president; she's done a good job with that. She's substantially improved the effort to make the people in the community recognize what Pacific has always been doing, although she didn't cast it in those terms. She cast it as new stuff, but we've been doing tons of old stuff, and we continue to do tons of old stuff, and always have. The outreach, what was the Anderson Y outreach and is now through the Office of Student Life, the tutorial program, has been there for decades! It goes on and on, there are many many examples of this that have gone on forever, and nobody ever paid much attention to it. So, the university has not been uninvolved in the local community, it's just the other way around, it's been very involved, just not recognized for being so.

Hannon: So then, do you think the town-gown relationships in Stockton have improved, declined, or stayed the same? So, I'm not really asking about what we actually do, but, again, is it your impression that the relationship of the University of the Pacific to Stockton broadly is any better than it used to be, or not?

Beauchamp: Public perception has improved, I think, and I'm seeing this in terms of what happens in the newspaper, primarily. But, you know, as one example, the CRP program in the Psychology department was started in the mid-'70s, that was 35 years ago, 36 years ago, 37 years ago, and it's recognized within the mental health community as being a very important

service for the mentally disabled folks of the county. But does anybody outside know about that? No. And so it goes.

Hannon: Is there anything we have not covered in this interview that you would like to add?

Beauchamp: No.

Hannon: Hearing no? I thank you very much!